

Year 3

Wednesday 29<sup>th</sup> April

## **Extract from 'Princess BMX'**

**By Marie Basting**

Ooh, as well as having his best togs on, Dad was taking the fancy gold carriage. He was standing in front of the four white horses with my brother, Bertie, waiting for Mum. Bertie's satin knickerbocker suit was the same shade of turquoise as the horses' feathery headdresses. As for Mum's latest fashion disaster, she looked like she'd borrowed her outfit from Little Bo Peep.

She had Doreen tucked under her arm. The micro-unicorn's long mane was brushed perfectly straight and the pearlescent bump, where her horn was yet to grow, glistened in the sun. Dad glared at Mum. It didn't matter how cute Doreen looked with her gold-painted hooves: there was no way she was getting in the carriage with them. Last time we took Doreen with us on a royal visit, she bit the Earl of Bourbon and weed on his wife's shoe.

Dad wagged his finger at Mum – yep, I wasn't the only one who got the finger wag! She put Doreen down and, laughing, shooed her back towards the palace. They all climbed into the carriage and the coachman cracked his long leather whip and pulled away. I waved, but they didn't wave back.

Sighing, I shut the window, tracing the route of the carriage on the leaded glass as it left Castello di Cannoli and raced across the drawbridge. Through the pink haze, I could see far across the kingdom: the colourful gingerbread houses and shops of Amaretti town; scattered villages formed of thatched cottages and farms; the stinky swampland where the giant ogres live; and far off in the distance, on the other side of the Black Forest, the cornfields and rolling meadows that lined the Limonadi River.

The carriage was almost at the edge of town now. Some kids about my age chased it up the street. I turned away, fighting the familiar empty feeling in my chest. There was no point wishing. A princess is not expected to play with her subjects. Oh, whatever. It was time to get my potato sack back. And with the servants given the day off to go to the bazaar, this time nobody was going to ruin my fun.

<p><b>Reading Mission</b> 30 mins</p>	<p>Children to read or be supported to read extract from ‘Princess BMX.’ This is continued from Monday and Tuesday so you may want to look back and read previous parts if you missed them.</p> <p><b>After, they can answer these questions. These can be verbal answers or they could be written down or typed. Suggested answers are in red.</b></p> <ol style="list-style-type: none"> <li>1. What is the name of the micro-unicorn? <b>Doreen</b></li> <li>2. Why do you think it is called a micro-unicorn? <b>Because it is small</b></li> <li>3. Why doesn’t dad want Doreen to come with them? <b>Because last time they took Doreen with them on a royal visit, she bit the Earl of Bourbon and weed on his wife’s shoe.</b></li> <li>4. Name three things that Avariella can see through her window? <b>Any three of the following: the colourful gingerbread houses and shops of Amaretti town; scattered villages formed of thatched cottages and farms; the swampland where the giant ogres live; and far off in the distance, on the other side of the Black Forest, the cornfields and rolling meadows that lined the Limonadi River.</b></li> <li>5. ‘I turned away fighting the familiar empty feeling in my chest.’ How do you think the princess is feeling at this point? <b>She might be feeling lonely as she sees the children playing and she can’t join them.</b></li> <li>6. If you were to continue writing the story what would happen next? <b>Any answer based on predicting the events that might happen next in the story.</b></li> </ol>
<p><b>Writing Mission</b> 30 mins</p>	<p>In today’s writing mission we are going to continue to practise using fronted adverbials. Fronted adverbials are words of phrases at the beginning of a sentence which are used to describe the action that follows. Using fronted adverbials in your writing will help you to add more detail and therefore make it more interesting for the reader.</p> <p><b>Note for parents: It might be useful to recap the terminology/words below to help support your child with today’s activity. I have also placed a fronted adverbial word mat as an extra resource at the end of this pack.</b></p>

**Adverbs** - These are words that give more information about verbs, adjectives, other adverbs and clauses. They often end in 'ly' but not always. For example:

The boy shouted **angrily**.

The sun is **extremely** bright.

The sloth moved very **slowly**.

**Adverbial Phrase** - This is when a group of words (a phrase) is used rather than a single adverb to modify clauses (they add more information about the main action taking place). For example:

The birds flew **through the sky**.

I went for a walk **early in the morning**.

The boy ate the chocolate **with a smile on his face**.

**Fronted adverbial:** A fronted adverbial is an adverb or an adverbial phrase that comes at the front of a sentence (it comes before the verb or action it is describing). It is always separated from the main clause with a comma. For example:

**Inside the sunken ship**, a shoal of fish swam.

**Later in the evening**, they sat down to watch television.

**Nervously**, she walked onto the stage.

When discussing fronted adverbials with your child, it is helpful to explain that fronted adverbials tell the reader **Where?** **When?** or **How?** something happens. This helps them to understand how to use them.

An easy way to practise this is with picture books and images. Use the question words **Where?** **When?** **How?** to generate a fronted adverbial. For example, you may ask your child:

Where is the man eating dinner?

To which, you may get the response:

**At the table** or **In the kitchen**

These adverbial phrases can then be added to the front of the sentence to make a fronted adverbial.

**Activity** This activity focuses on using fronted adverbials to show time or when something happens.

Match the fronted adverbials with the correct sentence to explain what happens. This could be done verbally.

After a while,

Every year,

Before school,

In the evening sun,

After dinner,

In December,

Siraaj ate his delicious dessert.

John had to put his uniform on.

many people celebrate Christmas.

long shadows stretched across the ground.

I celebrate my birthday.

the rain cleared and the sun came out.

Add a fronted adverbial to each of the sentences to explain when they might have happened. You may want to use the fronted adverbial word mat found at the end of today's pack to help you with this activity.

1. \_\_\_\_\_, I get ready to go to school.

2. \_\_\_\_\_, the dog went to sleep.

3. \_\_\_\_\_, Claire cleaned her teeth.

## Answers

### Part 1

After a while, the rain cleared and the sun came out.  
Every year, I celebrate my birthday.  
Before school, John had to put his uniform on.  
In the evening sun, long shadows stretched across the ground.  
After dinner, Sirraaj ate his delicious dessert.  
In December, many people celebrate Christmas.

### Part 2

**Any fronted adverbial that is grammatically correct and explains when the event happened.**

Maths Mission  
30 mins

Your mission today is to add fractions. Here is a reminder of the learning you will need to recall to help you with today's maths mission.

$$\frac{1}{2}$$

numerator ←  
denominator →

$$\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$$

When adding fractions with the same denominator just add up the numerators. Have a go at answering the questions below. **The answers are in red for the adults.**

1)  $\frac{3}{7} + \frac{2}{7} =$

2)  $\frac{2}{5} + \frac{2}{5} =$

3)  $\frac{1}{5} + \frac{3}{5} =$

4)  $\frac{2}{6} + \frac{3}{6} =$

5)  $\frac{4}{8} + \frac{2}{8} =$

6)  $\frac{4}{7} + \frac{3}{7} =$

7)  $\frac{6}{9} + \frac{2}{9} =$

8)  $\frac{5}{8} + \frac{2}{8} =$

9)  $\frac{7}{10} + \frac{2}{10} =$

10)  $\frac{5}{12} + \frac{6}{12} =$

11)  $\frac{4}{11} + \frac{5}{11} =$

12)  $\frac{5}{15} + \frac{8}{15} =$

1) 5/7

2) 4/5

3) 4/5

4) 5/6

5) 6/8

6) 7/7

7) 8/9

- 8) 7/8
- 9) 9/10
- 10) 11/12
- 11) 9/11
- 12) 13/15

Topic Mission Ideas for the week.

Art- Portraits

Look at these royal portraits. What can you learn about the king/queen from their portrait?



Royal paintings are a way of remembering kings and queens. They also show people how important, powerful and wealthy are. Paintings are very accurate and capture people's personality/mood. They may also include objects that tell us a bit more about the person.

Draw/paint your own royal portrait. You could choose a member of the royal family to draw or you could transform yourself into a royal.



Art & DT- Design a crown

What precious gemstones will you include?

Maybe rubies or emeralds or even diamonds! Can you find out some interesting facts about your gemstones?

Make a model of your crown. Don't forget to decorate it so that it is fit for a king or queen.



You can see the real crown jewels at the Tower of London. Enjoy a virtual tour of the Tower of London here <https://www.youvisit.com/tour/meadk>

### Science- Making Crystals

This activity links with the crown making activity above. Follow the steps in this experiment to create your own crystals using sugar.

#### **Ingredients:**

- 1 cup water
- 3 cups table sugar
- Clean glass jar
- Pencil or butter knife
- String or yarn (do not use nylon string)
- Pan for boiling water and making solution
- Spoon for stirring
- (Optional) food colouring



#### **Directions:**

1. Tie the **string** to your **pencil or butter knife**. The string should be able to hang into your jar without touching the bottom or sides.
2. In the **pan** start boiling the water. **You will need an adult to help with this part.**
3. Stir in the **sugar** one spoonful at a time. You want to make sure there is lots of sugar in the solution, but not so much that it doesn't all dissolve. If you have some undissolved sugar your Rock Crystals will start building onto those molecules rather than your string.
4. Add a few drops of **food colouring** (optional)
5. Carefully pour the solution from the pan into your **clean glass jar**. Make sure it's clean, otherwise crystals will build onto those molecules on the jar and not on your string.
6. Balance the **pencil or butter knife** (with the string tied to it) on the lip of the **jar** and let the string dangle into the solution. Again, don't let the string hit the sides or bottom of the jar.
7. Find a safe spot for your **jar** so it won't get knocked around or exposed to too much dust and debris.
8. Check on your Rock Crystals the next day and notice how they're started to take form on the **string**.
9. Whenever your Rock Crystals are the right size for your taste or when they stop growing go ahead and take them out of the jar and let them dry.

### Music

You can try and learn the words to the Horrible Histories song about kings and queens.

<https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-the-monarch-song>

## History

Draw a timeline for the kings and queens of Britain. Can you work out who rules for the longest time? How about the shortest?

You could choose a king or queen from your timeline and do some research about them. Some of them are very interesting:

- Did you know that King Henry VIII had six wives?
- Did you know Queen Victoria was only 18 years old when she became queen?

## Maths

We know that many kings or queens have had the same name. Roman numerals are used to show the number at the end of their name. Our queen is called Elizabeth II because she is the second queen called Elizabeth. Can you use the roman numeral guide below to help you write numbers between 10 and 20? Can you work out how to write years (like 2020) in Roman numerals?

**Roman Numerals**  
Can you count by only using letters?

I	1	XXX	30
II	2	XL	40
III	3	L	50
IV	4	LX	60
V	5	LXX	70
VI	6	LXXX	80
VII	7	XC	90
VIII	8	C	100
IX	9	D	500
X	10	M	1,000
XX	20	MD	1,500

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## Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
<p>Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,</p>	<p>Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,</p>	<p>Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,</p>	<p>Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,</p>	<p>Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,</p>

